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ABSTRACT

The major adult basic skills programs in the country are reaching about 5 percent of adults needing help with their basic skills. All are identifiable entities with their own organizational pattern, funding base, and goals. There is an increasing degree of cooperation among them. The federal Adult Basic Education (ABE) Program is the largest single adult basic skills program in the nation. Though state education agencies have general oversight responsibility for ABE, the responsibility for creating and operating programs rests in local hands, primarily school districts. Laubach Literacy Action and Literacy Volunteers of America are the major national voluntary literacy organizations. Public libraries are a vital link in the literacy network, connecting and collaborating with federal ABE programs, the voluntary literacy organization affiliates, community colleges, and other community-based programs. Community-based organizations have the best record for reaching and teaching adults with the lowest educational achievement. Some colleges and universities are beginning to develop basic skills outreach services for functional illiterates who are not college bound. ABE and the Office of Refugee Resettlement operate literacy and basic skills programs for new Americans. Correctional institutions and churches also provide limited literacy and basic skills education. (Contacts and addresses are provided.) (YLB)

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THE MAIN BASIC SKILLS PROGRAMS: AN INTRODUCTION

A brief summary of the major adult basic skills programs in the country is given below. (Corporate in-house programs serve a substantial but undetermined number of functionally illiterate adults and are not included.) All are identifiable entities with their own organizational pattern, funding base, and goals. There is an increasing degree of cooperation among them. Together these programs are reaching about 5 percent of adults needing help with their basic skills. All have long waiting lists of students because they lack the resources and funding to meet the demand.

ABE: The Largest Program

The federal Adult Basic Education Program (ABE) is the largest single adult basic skills program in the nation. It was launched in 1965 by the U.S. Department of Education and is administered at the state level by state education agencies. At the local level it operates primarily through school districts which receive and allocate the bulk of ABE funding. There are some 14,000 local ABE programs presently operating in 50 states. Since 1980, federal funding for ABE has hovered around $100 million annually, with state and local matching funds bringing the total annual expenditure to about $200 million. *On average, the programs serve 2.3 million out-of-school adults per year.*

Courtesy of Literacy Volunteers of America

The ABE program provides reading, writing, and other basic skills instruction, including English as a Second Language. Some 80 percent of federal funds are allocated to the states specifically for persons with skills below an 8th grade level. Women make up more than half of the participating students. By age, persons 22-34 constitute about 43 percent of ABE students, and those 16-21 and 35-59 years old account for about 25 percent each. About 43 percent are white, while one-fourth are black and one-fifth are Hispanic. Although ABE is targeted primarily on functionally illiterate adults, it tends to attract students at higher levels of proficiency.

There are nearly 41,000 paid instructors in ABE programs, some 77 percent of them employed part-time. Most instructors are trained and work as elementary/secondary school teachers and they moonlight in ABE. The majority are not specially trained to teach adults. About one-third of the ABE teachers use volunteer aides to assist them. In 1982-83, $600,000 in state discretionary funds was spent in 18 states to recruit, train, and otherwise support ABE volunteer tutors.

Most ABE tutoring takes place in community settings—storefronts, churches, union halls—places where adults usually congre-

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gate, socialize, and feel most comfortable. Many classes also are located in schoolrooms. ABE reports that for nearly all students, improving their self-esteem is a primary motivating force for participation. So, in most cases, ABE takes an instructional approach that is geared to the life circumstances and needs of individual students rather than imposing a pre-determined curriculum.

Though the state education agencies have general oversight responsibility for ABE, as noted above the responsibility for creating and operating programs rests in local hands, primarily school districts. To remedy some of the inertia in this arrangement, in 1978 new federal legislation called for expanding the ABE delivery system to more centrally include community colleges, business and industry, unions, churches, and other groups. Co-sponsoring arrangements have begun to emerge—e.g. federally-funded poverty and job training programs now often contract directly with local ABE programs to arrange basic skills instruction for their constituencies, and community colleges, which have a history of service to their local populations, are becoming fertile ground for operation of ABE.

Many ABE officials claim that the main problem of the program is inadequate funding at the federal and state levels. Last year in Illinois, for example, there were 117,000 persons being served in adult basic education classes, but for lack of resources there was no room for an additional 112,000 who sought to enroll. California, which served 600,000 adults, estimates that it had to turn away at least 1,000 persons a week. However, to help correct this problem, adult educators are working to raise the current federal authorization level of $100 million annually to $140 million for the next year and "to such sums as necessary for subsequent years." And some states are beginning to consider corresponding increases while others have already introduced them.

(For further information, write to Paul Delker, Director, Division of Adult Education, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, or phone 202-472-5860.)

The Voluntary Literacy Organizations: A Central and Growing Role

Laubach Literacy Action and Literacy Volunteers of America, both headquartered in Syracuse, N.Y., are the major national voluntary literacy organizations. Each has a long history of literacy service to the country and a solid record of achievement. Both are founding members of the Coalition for Literacy and key resource organizations to the National Adult Literacy Awareness Campaign.

Laubach Literacy Action (LLA) is the domestic arm of Laubach Literacy International. LLA trains and certifies tutors to teach reading and writing (including English as a Second Language), provides management and organizational assistance to its local tutoring programs, prepares the instructional material used by their tutors and students around the country, and operates some 500 tutoring programs in 21 of the 50 states. LLA-published books form the core curriculum of the Laubach training and tutoring approach. *Nationwide, the LLA tutoring system presently includes about 30,000 volunteers tutoring 42,000 adult illiterates.* In the 21 states in which LLA runs tutoring programs, statewide Laubach coordinating groups serve as the point of contact between the central office in Syracuse and local programs.

Literacy Volunteers of Ameria (LVA) presently operates about 200 tutoring programs in 31 states. The central staff in Syracuse support these programs with tutor training assistance, management help, and audio and visual materials development. LVA's curricular approach emphasizes the use of materials that are built around the needs and interests of individual students. LVA uses materials developed by the central staff, by tutors in local LVA programs, and by commercial organizations as appropriate. *The LVA tutoring system presently includes about 15,000 trained volunteers tutoring 21,000 general and ESL students.* Nine of the states with LVA programs have statewide coordinating bodies to link the national office with local programs.

Literacy Volunteers and Laubach Literacy are the standard-bearers of quality materials for training volunteer tutors and tutoring adults. Many of their materials are used in the federal ABE program and elsewhere outside their own networks of provision. They also are the main source of tutor training for the voluntary efforts of other literacy organizations—and some local programs work jointly with corporations to provide basic skills services.

Both organizations have managed to achieve large results for years with small budgets. (Of the 700 local LVA and LLA programs, only a few have annual budgets as high as $30-40,000, and only three have achieved a six-figure budget.)

Clearly, to contribute to the growth of the voluntary literacy movement, LVA and LLA will need more revenue. The National Awareness Campaign is already generating an increased demand for their services and with present resources they have a limited capacity to respond.

(For further information, write: Helen Crouch, Executive Director, Literacy Volunteers of America, 404 Oak Street, Syracuse, N.Y. 13203, or phone 315-474-7039. Peter Waite, Executive Director, Laubach Literacy Action, 1320 Jamesville Avenue, Syracuse, N.Y. 13210, or phone 315-422-9121.)

The Libraries: A Vital Link

There are 15,000 public libraries spread through the cities and towns of America. They are a vital link in the literacy network, connecting and collaborating with federal ABE programs, LVA and Laubach affiliates, community colleges, and other community-based programs. Their presence in nearly every community gives them the potential of touching the lives of most Americans.

The American Library Association (ALA), with a membership of 40,000 libraries and librarians, provides leadership to help realize that potential. In 1981 ALA was instrumental in founding the Coalition for Literacy and initiating the National Awareness Campaign.

To enable libraries to extend their benefits to illiterates or those otherwise disadvantaged, the ALA maintains an Office of Library Outreach Services. The job of this Office is to step into the world of potential clients who ordinarily are not library users. Its target audiences are illiterate and semi-literate adults, school dropouts, the poor, the underemployed, disadvantaged ethnic minorities, and those isolated from the mainstream by cultural differences. The Office produces information and promotion materials for use by libraries with civic groups, clubs, or their own boards to convince them of the need to assist adult basic skills training efforts. It also sponsors workshops and provides technical assistance to state and local libraries.

Between 1979 and 1981, with a grant from the Lilly Endowment, the Office of Library Outreach Services set in motion activities that trained 1,000 librarians from the U.S. and the Virgin Islands to establish programs to teach literacy skills. Depending on their

size and budget, different library systems serve the cause of basic literacy in various other ways: Some conduct their own literacy programs, using their own staff and space. *(The ALA estimates that about 3,000 adults are being served in programs directly operated by libraries.)* Others act as networking agents or literacy catalysts in the community. They assign staff librarians to recruit volunteers and arrange for their training, and refer people who need tutoring to literacy programs. Some libraries offer comfortable non-school settings for the tutoring classes of LVA, Laubach, ABE and others. Still others provide high-interest, low-level reading materials for new adult readers. The Free Library of Philadelphia, for example, has a $70,000 annual budget to provide non-returnable paperbacks of this genre to education and social service agencies throughout the county that work with adult illiterates. In 1982 R.R. Bowker began publishing a biobliography of the materials, with regular supplements, as an information source for libraries across the country. The Philadelphia library also prepares reviews of newly-available materials for the ALA's bimonthly Library Journal.

Literacy activities have not yet penetrated every library in every state, but recent federal legislation is encouraging the establishment of more library-related literacy programs. In Kentucky, the state library recently used a portion of its federal Library Services and Construction Act (LSCA) funds to initiate a statewide Kentucky Literacy Coalition. In California, the state library is currently spending $2.5 million of its federal LSCA dollars to sponsor new library-based basic skills programs throughout the state. So far, the states' use of these funds for library-related literacy work is discretionary. But LSCA legislation passed by the House and pending in the Senate will place a priority on the use of federal funds to engender literacy work.

(For more information, write: Jean Coleman, Office for Library Outreach Services, The American Library Association, 50 East Huron Street, Chicago, Illinois 60611, or phone 312-944-6780.)

Community-Based Organizations: Reaching the Hardest-to-Reach

The agencies with the best record for reaching and teaching adults with the lowest educational achievement were not specifically established to teach literacy. These community-based organizations came into being as local responses to the larger social and economic problems faced by their constituents. But because they serve poor communities—where illiteracy is most prevalent—their programs generally include a literacy component.

Community-based skills programs tend to be based explicitly on the premise that the problem of adult illiteracy is not solely educational, that those who lack conventional basic skills often suffer other deprivations: poverty, unemployment, lack of schooling, racial or ethnic discrimination, social isolation. Many persons in this milieu, steeped in the culture of poverty, don't see how literacy can make a difference in their lives.

These severely disadvantaged persons are the toughest to reach. They also are least served by ABE or the national voluntary programs, which are taught mostly by middle class tutors and focus specifically on acquiring reading, writing, and math skills. The community-based organizations do not aim as their chief focus to improve the ability to read, write, and cipher. Their aim is to bring about a larger change within individuals and the greater community through such activities as programs for battered women, health workshops, parenting classes, summer camps for disabled children, home construction training, and the like. Notably, in their literacy work the average rate of study completion is 65-70 percent (compared to 25-50 percent in mainstream programs).

Despite the known success of community-based programs in reaching persons at the lowest functional level, relatively little is known about them. They go by such names as *Barrio Education Project* (organized by Chicano women in the impoverished Mexican-American community of San Antonio); *Boston Indian Council* (an advocacy group for the rights of Native Americans in the Boston area); *Center for Rural Education* (farm workers in South Florida); *The Fortune Society* (help for ex-offenders); *Solidaridad Humano* (a comprehensive community service center for Hispanics on Manhattan's lower east side); and *New Horizons for Children* (parenting and parent-child problem solving, in Charleston Heights, South Carolina).

These highly localized entities are hard to count precisely because they are usually free-standing and independent—and they rarely have links to national associations or other programs. There is one major exception in the Association for Community-Based Education. ACBE, now eight years old, has 59 institutional members serving 105,000 adults in 31 states. (ACBE member organizations are linked primarily to community development, but they have education programs that are far ranging: from job counseling and career preparation, to accredited community college-based programs, to adult literacy.) In a recent survey, ACBE identified some 3,500 community-based programs around the country that offer literacy services. These programs individually reach only small numbers of adult illiterates but the best current estimate is that *collectively they provide basic skills to 600-700,000 persons*. The programs are underdeveloped and underfunded—with operating budgets that range from $15,000 to $200,000 per year. They are especially vulnerable to political opinion and the first to be adversely affected when federal and state budgets are cut. But at the local level they are at the cutting edge in providing literacy services to adults most in need of them.

Another organization with potential for reaching the neediest is the National Assault on Illiteracy Program. AOIP is a network of 120 black-oriented newspapers and 85 national black organizations, some with as many as 600 chapters, that have organized to encourage black Americans to seek help with their basic skills. While various AOIP affiliates already operate tutoring programs for blacks in various community settings nationwide, the first priority of AOIP is to develop community leadership, and instructional materials for distribution largely through black community newspapers and other publications. AOIP is convinced that for blacks to join their own or other tutoring programs and to succeed in them, their special motivational problems must first be addressed. Thus it emphasizes community leadership development. Although AOIP tutoring programs are themselves underfunded, national AOIP officials indicate that the immediate need is for funding of materials development and print communications.

(For further information about ACBE and community-based programs in general, write to Chris Zachariadis, Executive Director, Association for Community-Based Education, 1806 Vernon Street, NW, Washington, D.C. 20009, or phone 202-462-6333. For information about AIOP, write to Ben Wright, National Assault on Illiteracy Program, 507 Fifth Avenue (Suite 1101), New York, N.Y. 10017, or phone 212-867-0898.)

Colleges and Universities: Potential for Extending Outreach

Most colleges and universities in the country provide basic skills help to incoming students. Community colleges, by virtue of

their special clientele, have long offered remedial reading, writing, and math programs. Since the 1960's, basic skills courses have been their most consistently offered courses. And four-year colleges and universities—even the highly selective—now regularly provide such services. (In 1982, nearly half the freshmen at the University of California/Berkeley were placed in remedial skills classes. That year more than 40 percent of Ohio State University freshmen were enrolled in basic skills classes.)

National education organizations lack precise data on the total number of college students receiving basic skills help because colleges do not regularly collect and report basic skills enrollments. But overall, several hundred thousand students are known to be getting such help nationwide. In the community college sector, a 1983 survey conducted by the American Association of Community and Junior Colleges found that in 266 member colleges (one-fourth of AACJC's membership), about 155,000 students were enrolled in basic skills programs. Moreover, a national survey conducted by UCLA's Higher Education Research Institute indicates that in 1982 some 57 percent of all entering college freshmen said they needed remedial help.

With a few exceptions, higher education institutions have been concerned chiefly with the basic skills problems of their own students...persons who by definition tend to be marginally rather than functionally illiterate. But as partners in the national attack on illiteracy, some institutions are beginning to develop basic skills outreach services for functional illiterates who are not college bound:

- At Central Piedmont Community College in Charlotte, North Carolina, a major pilot project, known as ABLE (Adult Basic Literacy Education), is testing the use of computers and other technology in adult basic skills instruction for community residents. Now in its second year, ABLE has demonstrated already that illiterate adults like and can use technology aids and that their learning time is half that of adults receiving one-to-one personal tutoring. The main goal of the program is to reduce learner frustration and dropping out by speeding up learner achievement and sense of accomplishment. The project is likely to be replicated elsewhere when the pilot period ends.
- At the July 1984 annual meeting of the League for Innovation in Community Colleges, a resolution was adopted that committed League members to extend literacy outreach services to adults. The League is a consortium of 18 community college districts involving nearly 50 institutions.
- As part of the federal College Work-Study Program, 18 colleges and universities have launched model projects in which their students are trained and paid to assist local literacy programs, and the U.S. Department of Education has encouraged other Work-Study institutions to develop adult tutoring programs. (See p. 3 for details.)

A larger higher education involvement in combating functional illiteracy would contribute significantly to the national effort—and the provision of basic skills services to the community would benefit the institutions themselves in the long run. Institutions at all levels have a role to play, but the U.S. Department of Education and others believe that the community colleges have the greatest immediate program potential because of their specific mission to serve community needs. These colleges have a history of successful outreach already.

Apart from operating basic skills programs, higher education institutions can contribute in other important ways. Some already pursue research on adult learning and they could do more. Many that now operate teacher training programs for the schools could design new ones specifically to train adult basic skills teachers to operate in non-school settings. And state and local literacy planning bodies would be stronger with the active participation of colleges and universities. But to move more actively into the adult literacy arena, the institutions will need substantial new funding.

(For further information contact: Richard Hagemayer, President, Central Piedmont College, P.O. Box 35009, Charlotte, North Carolina, phone 704-373-6633; and/or Hank Spille, Director of Office on Educational Credit and Credentials, American Council on Education, One DuPont Circle, Washington, D.C. 20036, phone 202-833-4770.)

Programs For New Americans

Each year there are about 1.3 million newcomers to the United States. They include 400,000 legal immigrants, 800,000 illegal immigrants, and about 150,000 refugees. Together they make up more than half of the 2.3 million persons added to the pool of illiterates each year.

By far, the largest group is Hispanic. Hispanics are 6.5 percent or 14.6 million of the mainland population. They include Mexican Americans, Puerto Ricans, Cubans, and Central and South Americans. Fourteen percent of Hispanics over 21 speak only Spanish. (Lack of proficiency in English is not limited to the foreign born. Estimates are that up to 25 percent of Hispanics born in the U.S. have difficulty with English.)

Another significant segment of the recent foreign population are immigrants and refugees from Afghanistan, Ethiopia, Eastern Europe, and Southeast Asia. The latter—some 460,000 from Vietnam, Laos, and Cambodia in the past five years alone—comprise the largest refugee flow into the U.S. in recent times.

The major basic skills provider for these groups is the *federal ABE program* which *serves nearly 600,000 ESL students annually* (one-fourth of all ABE participants). Some 57 percent of ABE's ESL students are Hispanics; 31 percent are Asian and Pacific Islanders. Whites constitute only 11 percent. Sixty percent are female. The largest group by age (more than 40 percent) is between 22-34 years old.

The Office of Refugee Resettlement of the U.S. Department of Health and Human Services operates numerous literacy programs through a mix of resettlement agencies and nonprofit human resource organizations. Community organizations such as YMCA's, churches, and social service agencies also provide literacy services to refugees. *The number of persons reached was about 45,000 in 1983.* Vietnamese are served most heavily by the programs, followed by Laotians, Cambodians, Hmong (Laotian highlanders), and small numbers of Haitians, Cubans, and Soviet and East Europeans.

ABE and Refugee Resettlement students vary in their employment histories and educational background. Many have little or no formal schooling. Some come from cultures whose language does not have a long written tradition. (Literacy instruction for these people often must be preceded by pre-skills development, such as learning to hold a pen or pencil, acquiring the ability to discriminate visually, and becoming oriented to the meaning of symbols on a printed page.) Others are not literate in any language to begin with, and still others are reluctant to join classes because of their illegal status.

ABE and Resettlement classes usually take place in public school settings, community colleges, vocational and technical schools, and adult education centers—and usually in classes of 12-25 persons or more. Many

classes tend to put a lower immediate priority on reading and writing skills than on the ability to listen, understand, and speak. The idea is to first develop the tool most needed by these adults to begin negotiating their environments. Similarly, the curricula tend to be geared to the survival skills needed for daily living—functioning in the supermarket, bank, post office. There is an increasing use of materials to prepare immigrants and refugees for the world of work—how to receive work instructions, ask for clarification, call in sick—and, increasingly, there is a body of good commercially-produced material available for use by immigrants, refugees, and their tutors (though this material often costs more than programs can afford).

ABE funding for the ESL portion of its national program amounts to about $54 million annually (federal, state, and local sources combined). For fiscal year 1982, the last year for which data is available, the Health and Human Services' Refugee ACT of 1980 provided $29 million for Refugee Resettlement programs.

(For further information on refugee programs, write to William Bliss, Network Coordinator for Refugee Services, Center for Applied Linguistics, 3520 Prospect Street, Washington, D.C. 20007, or phone 202-298-9292. For information about ABE's ESL program, write to Paul Delker, Director of Adult Education, Office of Vocational and Adult Education, 400 Maryland Avenue, SW, Washington, D.C. 20202, or phone 202-472-5860.

Correctional Institutions

On any given day there are 600,000 persons behind bars in the U.S. Most are young enough to have full lives ahead of them; in the state prisons, more than half are between 20 and 30 years old; almost one-third are between 20-24. In relation to the general population, they are disproportionately male, minority, poor, unemployed—and grossly deficient in their education. More than 60 percent are considered functionally illiterate as compared to 20 percent in the general population. Nearly two-thirds have not completed high school, and of these one-fourth have not completed elementary or junior high. Moreover, according to Secretary of Education T.H. Bell, "it is estimated that of the 150,000 inmates who will be released this year, between 30-70 percent will be recommitted within a year. Lack of basic education and marketable skills aggravate a released offender's difficulties in securing employment, thus influencing the return to crime."

The nation's correctional system includes 49 federal prisons, 561 state prisons, and 3,500 local jails. In the absence of a federal policy to set requirements or standards, there is great disparity in rehabilitation programs from state to state. (State prisons and jails hold 93 percent of the national inmate population.) Very few jails have any programs at all, and while a few state systems have exemplary education programs, most provide only minimal services. It is estimated that 12-30 percent of all state prison inmates are enrolled in basic, secondary, or vocational programs. And on average the states spend only about 5 percent of their correctional budgets on inmate education programs, including literacy. Moreover, state corrections officials claim that apart from underfunding, the programs are plagued by lack of space, equipment, and trained staff.

Inmates in federal prisons, though their overall number is small, fare somewhat better. The federal system mandates that anyone with a reading level below 8th grade *must* have instruction in basic skills for 90 days. There is an immediate incentive to acquire basic skills because they are required for promotion above entry-level prison jobs. The federal policy also mandates that reading specialists or special education teachers be employed in their programs.

Within the states, prisoner education usually is under the control of state departments of correction, which sometimes contract with ABE, community colleges, or voluntary programs to deliver services. (In nine states, school districts have been established solely to serve correctional institutions resulting in standardization of policy and programs and increased eligibility for funding.) Most basic skills services are provided in prison classroom settings and conducted by professional teachers and literacy volunteers, and some use inmate volunteers to augment the tutoring.

There is a rising awareness of the link between illiteracy and incarceration. Chief Justice Warren Burger argues that no prisoner should be released without being able to read, write, and perform basic math. And Secretary Bell recently committed the U.S. Department of Education to strengthening correctional education. One result is the Federal Correctional Education Assistance Act, now pending in Congress, which would authorize the Department of Education to provide financial assistance to the states for expanding penal education programs. In addition, the National Institute of Corrections (the education division of the Department of Justice) recently received a special $2.5 million Congressional appropriation to provide the states with technical assistance to develop computer-assisted instruction and other basic skills programs for inmates.

(For more information, write to Osa Coffey, Director, Correctional Education Association, 1400 20th Street, NW, Washington, D.C. 20036, or phone 202-293-3120.)

Churches: A Modest But Valuable Presence

The roots of literacy reach deep into Judeo-Christian history. There is a traditional alliance between religion and literacy, reading and prayer. In the U.S. most major denominations are involved in some way in literacy work, most often at a local level. But the two largest church-related efforts are those run by the Lutheran Church of America (LCA) and the Southern Baptist Convention (SBC). Each maintains a nationally-organized program administered by one or more full-time literacy specialists.

LCA, headquartered in Philadelphia, operates literacy programs in 50 states and Canada. Its 15-year-old Volunteer Reading Aides office establishes programs where none exist and makes referrals where they do, recruits and trains tutors, delivers direct literacy instruction, and provides technical and consulting services to groups requiring such assistance. The program is totally ecumenical and *serves about 1,000 persons annually*. Its current operating budget is $82,000, of which 85 percent is derived from church member donations and 15 percent from fees charged for consulting services.

The SBC, based in Atlanta, operates in 50 states and Puerto Rico. Its basic skills programs are tied closely to Christian ministry and evangelism, and *they reach an estimated few thousand adults annually*. For 25 years, SBC's Home Mission Board in Atlanta has funded its literacy work.

The LCA and SBC literacy programs are minimally staffed: LCA has one full-time literacy specialist and a full-time secretary; SBC, three full-time specialists and a part-time secretary. Both recruit volunteer tutors through word-of-mouth, flyers, and their own church membership. And both provide from 6 to 16 hours of tutor training in groups that range from 10-45 persons. In general, volunteers for LCA serve for 3-4 years, though 50 percent have full-time jobs elsewhere. Increasingly, LCA tutors are profes-

sional teachers, with women representing 80 percent of the tutoring force. The ethnic spread is 50 percent non-white, 50 percent white, and blacks are the largest non-white group of tutors. In contrast, tutors in SBC reflect church membership. Ninety percent of the tutors are women. An experienced cadre of tutors (some with as much as twenty years of experience) now form an SBC body of 500 workshop leaders who function as tutor trainers nationally.

Once trained, LCA tutors specialize in teaching ESL and reading to adults at a 0-5th grade level. LCA classes are held in churches, libraries, banks, Y's, hospitals, cafeterias, and elsewhere in the community. Tutoring begins on a one-to-one basis and advances to small group sessions with instruction provided for one and a half hours, two times a week, over a 12- to 24-month period. LCA's program is targeted chiefly at the native population. Fifty percent of its students are non-white, with blacks the largest component. Most students are high school dropouts 19-26 years old, unable to get employment. But many are middle-aged adults facing new job problems or retirees who are for the first time able to focus on their own educational needs. ESL students form the smallest group of LCA constituents.

SBC makes use of fewer community sites for instruction. Churches are used for ESL classes, schools for tutoring in-school youth, and private homes for tutoring adults. SBC's program includes ESL, citizenship instruction, and American culture and customs. Reading is taught to the 8th grade level, and students are prepared to move into high school equivalency and higher-level adult basic education programs. Assistance is given in handling medical aid problems, tax forms, nutritional problems, and the like. The main emphasis of the SBC program is ESL, which expands or contracts with waves of new immigrants and refugees.

(For further information about the Volunteer Reading Aides Program, write to Marti Lane, Coordinator, Volunteer Reading Aides Program, 2900 Queen Lane, Philadelphia, Pennsylvania 19129, or phone 215-428-2200. For information about the SBC program, write to Mildred Blankenship, Assistant Director, Christian Social Ministries Department, Southern Baptist Convention Home Mission Board, 1350 Spring Street, NW, Atlanta, Georgia 30367, or phone 404-873-4041.)